



Walsall Council

Walsall Right 4 Children Outcomes Framework

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Change Control			
Version	Date	Name	Description
V0.1(Draft)	July 2020	Helena Kucharczyk	Initial draft
V0.2(Draft)	August 2020	Helena Kucharczyk	Amendments made following input from transformation lead
V0.3 (Draft)	September 2020	Helena Kucharczyk	Further amendments made following feedback

Overview

Walsall Right 4 Children (WR4C) is Walsall Services transformation programme to improve outcomes for children, young people and families and ensure that they receive the right help, at the right time for the right amount of time.

At the start of 2020 we set out five key cross directorate priorities that the WR4C programme aims to achieve. These five priorities are driven by evidence from our performance framework, Ofsted Improvement plans and our 'Big Conversations' with children, young people and families.

This framework sets out the five key priorities and the individual outcomes within each of them alongside the indicators that will be used to measure progress against each of the outcomes and ultimately whether they have been achieved and the quality assurance questions that need to be asked alongside the data to fully understand progress. The framework aims to utilise existing service KPI's but view them through a cross directorate lens to measure our system wide success in achieving our transformation priorities.

We also recognise that our WR4C transformation can only be achieved through collaboration with partners internally and externally and this document sets out how the WR4C transformation programme links in with the wider aims of the Walsall Together partnership and Walsall Council's Corporate priorities and PROUD Transformation Programme. It also outlines how the monitoring of the outcomes will be governed in line with the existing performance and quality governance arrangements.

How our outcomes link to Corporate Priorities

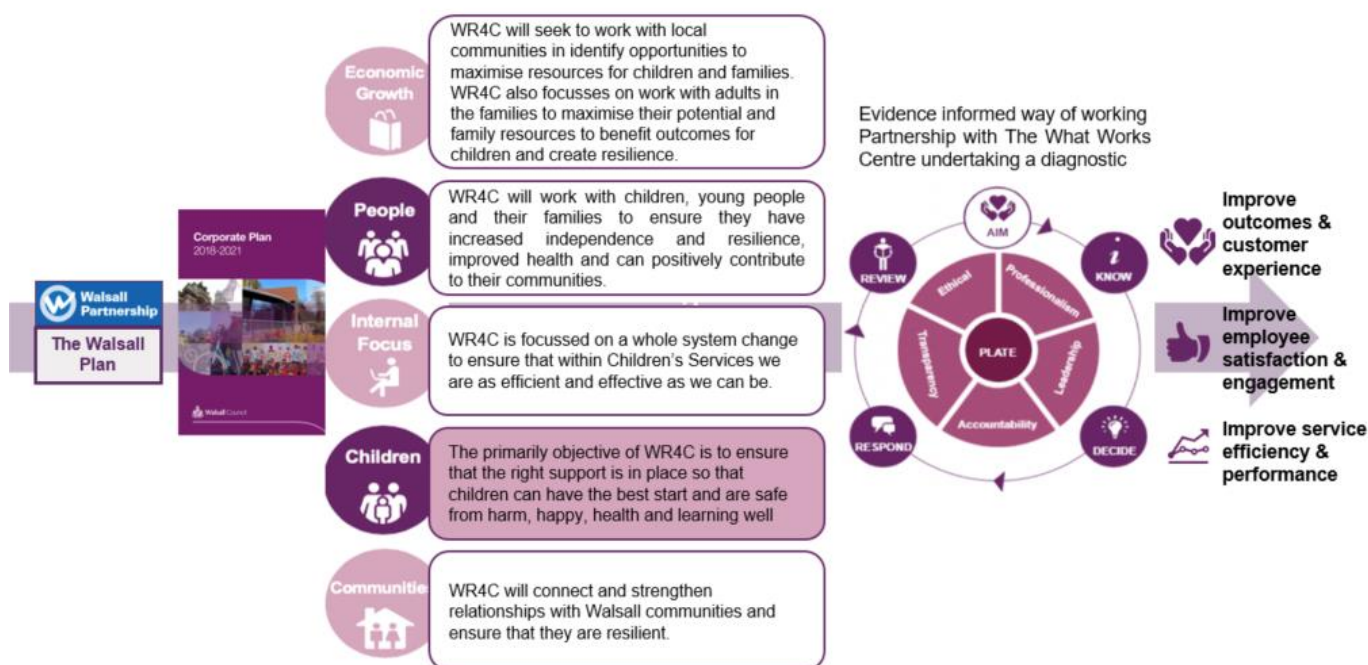
The overarching priorities for children in Walsall, as set out in the 2018-2021 Walsall Council Corporate Plan are:

- Children have the best possible start and are safe from harm, happy, healthy and learning well.
- Children thrive emotionally, physically, mentally and feel they are achieving their potential.
- Children grow up in connected communities and feel safe everywhere.

However, this does not mean that Children's Services are delivering against these priorities in isolation. Children's Services and the Walsall Right 4 Children transformation programme also contribute to the Council's other priorities in relation to Economic Growth, People, Internal Focus and Communities.

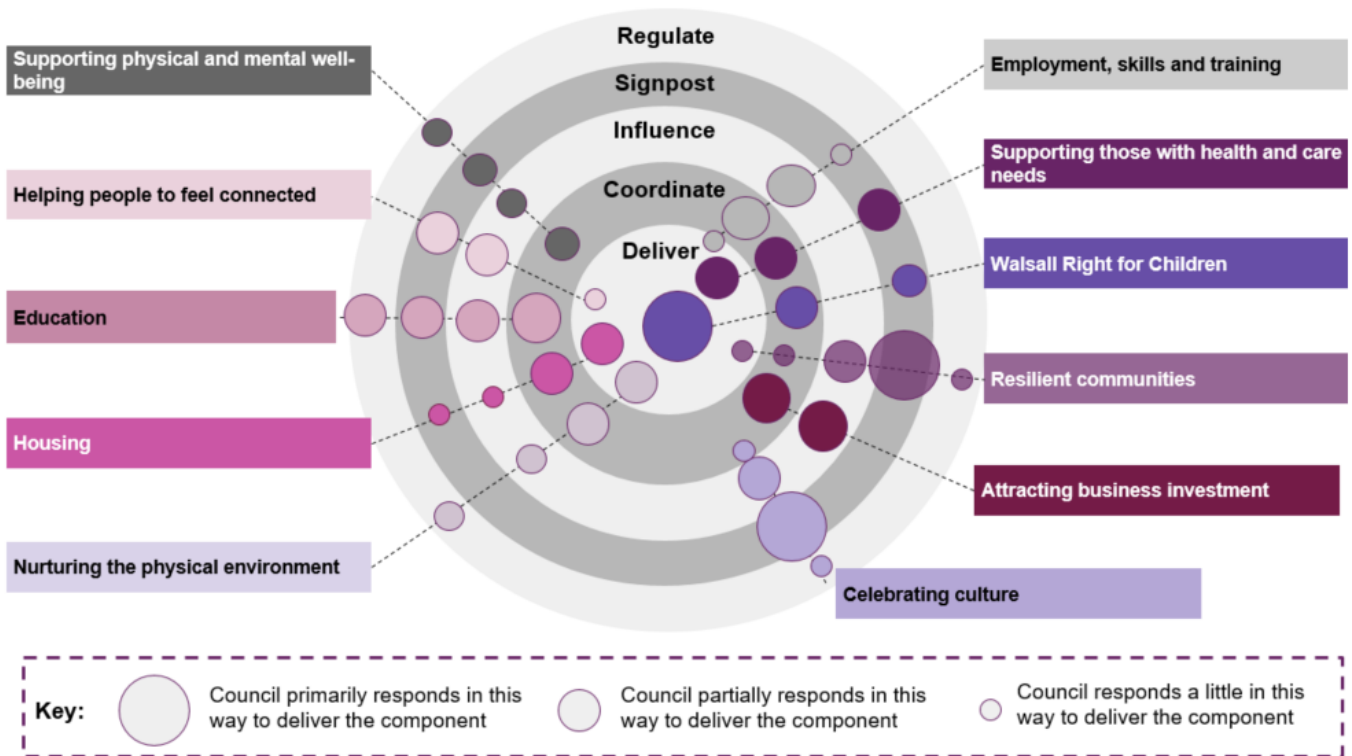
The way in which the services for children are delivered will also be in line with the Council's PLATE values (Professionalism, Leadership, Accountability, Transparency and Ethical).

The graphic below shows how the different elements link together.

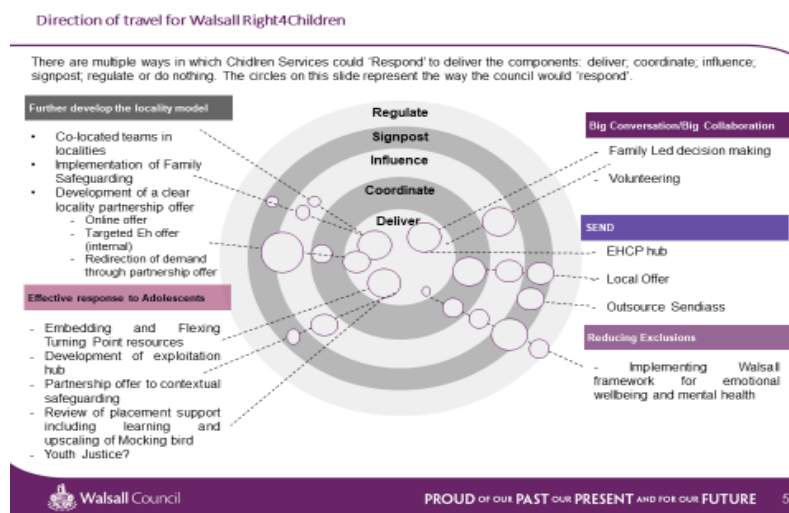


As we develop our response to achieving the outcomes set out in the corporate plan, we recognise that the role of the council is not to deliver everything, but also to co-ordinate delivery among partners and the voluntary and private sectors, influence how others provide delivery of services as well as influencing the behaviours of citizens, signpost citizens to appropriate services and regulate the services that others provide where it is our statutory duty to do so.

These 'ways of thinking' and response of the council in relation to achieving the outcomes set out in the corporate plan are outlined below:



Similarly we recognise that in response to the delivery of our corporate priorities and WR4C outcomes, it will not be up to Children’s Services alone to deliver all of the improved outcomes, but to co-ordinate, influence, signpost and regulate where required. The ‘ways of thinking’ graphic which sets out the response to the WR4C outcomes is below



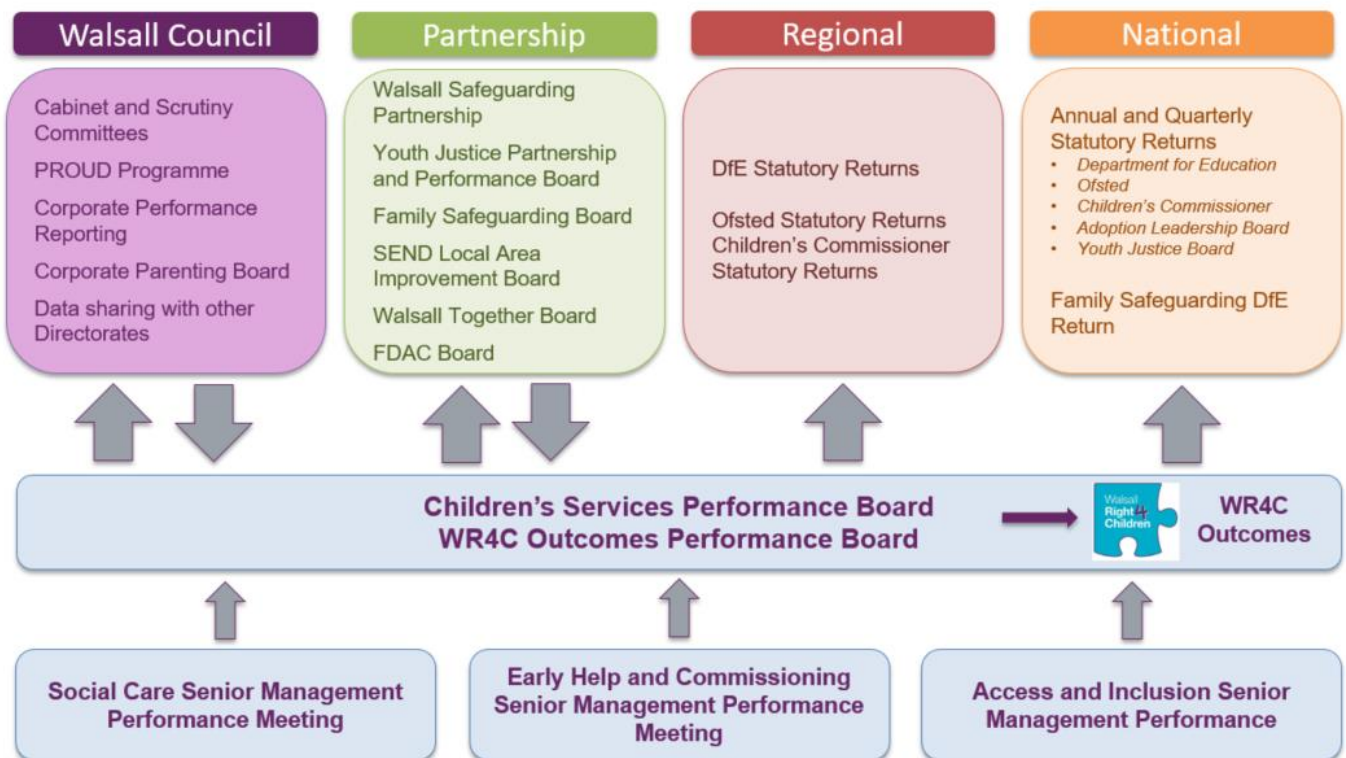
Governance

In order to determine whether the Children’s Services priorities are being met and whether the stated aims and outcomes for Walsall Right 4 Children transformation programme are being achieved, there must be oversight of performance against the identified indicators alongside a qualitative assessment of progress. This will sit within Children’s Services existing framework of Performance and Quality Assurance.

All of the indicators listed against the outcomes are in existing individual service KPI frameworks, are reviewed monthly with senior managers, alongside qualitative findings from audit activity and presented and discussed at the Children’s Services Performance Board by exception to provide assurance around service performance and outcomes for children, young people and families.

To ensure that there is a holistic view of the WR4C Transformation Programme, every quarter the monthly Children’s Services Performance Board will focus specifically on reviewing and assessing performance against and progress towards achieving the WR4C Outcomes. These discussions will inform strategic decision making about the direction of the WR4C Transformation Programme, identifying where things are going well or where additional or remedial actions and plans may need to be made.

Performance that is reviewed at the Children’s Services Performance Board feeds into other bodies that require oversight of data and performance indicators that measure outcomes for children, young people and families.



Priorities

Walsall Council has identified three priorities for children, young people and families on which it will focus

Children have the best possible start and are safe from harm, happy, healthy and learning well.

Children thrive emotionally, physically, mentally and feel they are achieving their potential.

Children grow up in connected communities and feel safe everywhere.

Equalities Framework

- a) To incorporate equality monitoring into existing processes considering all applicable 'protected characteristics'
- b) To monitor interventions/activities to progress towards improved equality of access and opportunity
- c) To monitor interventions/activities to progress towards improved equality of outcomes
- d) To use equality monitoring to develop and improve interventions/activities and to act where inequalities exist

Walsall Right 4 Children Outcomes

Our services and support is responsive to needs of different communities (locality model)	Our response to vulnerable adolescents is effective	Children with SEND are identified and supported effectively	Children at risk of exclusions can access effective support	Our services in are developed and delivered in collaboration with children, young people and families
<ol style="list-style-type: none"> 1) The needs of children and families are well understood in each locality 2) Partners are proactive in responding to these needs (graduated response) 3) Children and families have easier access to services 4) Children and families are better connected with community resources to enable them to build resilience 	<ol style="list-style-type: none"> 1) The response in meeting the needs of vulnerable adolescents is local and proactive 2) More vulnerable young people are engaged in education 3) More young people are supported in their family home 4) Fewer young people enter the Criminal Justice system 	<ol style="list-style-type: none"> 1) Children who have SEND are identified effectively 2) Children who have a SEND need receive a high quality, graduated response to their needs. 3) Children with SEND are supported through a robust local offer of support and services to reach their full potential 4) Families find it easier to access the right help 	<ol style="list-style-type: none"> 1) Children and young people feel supported to engage with education 2) Root causes of exclusions are understood. 3) Schools are more inclusive 4) Professionals and families find it easier to access the right support to ensure children remain in education 	<ol style="list-style-type: none"> 1) Children, young people and families are involved in service design and development 2) Children, young people and families are involved in developing and implementing their plans 3) Children, young people and families feel more resilient 4) Children, young people and families can provide regular feedback

Why these five priorities?

These five priorities identified are driven by evidence from our performance framework, Ofsted Improvement plans and our 'Big Conversations' with children, young people and families.

Priority	Rationale
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Our services and support is responsive to needs of different communities (locality model)</p>	<p>It has been recognised for some time that needs of children and families differ across Walsall. While Walsall is one of the most deprived areas of the country overall, there are some areas that are more affluent whereas others suffer with huge levels of deprivation. The central approach of children's services mean that these differing needs are not always well met or understood.</p> <p>Workers who are handling caseloads across the whole borough aren't able to build sufficient knowledge of or relationships with community groups and services that are active in local areas that may be able to provide support to children and families within the locality. It is also difficult for workers to fully understand the levels of need that may be based on the particular demographics of an area which can lead to a less than ideal response to need.</p> <p>Moving to a locality model has already worked well in Early Help and will enable and support a more localised approach to need and relationship building, improving outcomes for children and families across Walsall.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Our response to vulnerable adolescents is effective</p>	<p>An inspection of Youth Justice Services in June 2019 found that assessments for youths involved in criminal activity were not joined up or robust enough and that risk of harm was not fully understood. It also found that there was significant disproportionality in the system which had an impact on the outcomes, in particular for boys from black and minority ethnic backgrounds.</p> <p>There is a high number of adolescents on child protection plans or becoming looked after in Walsall and education outcomes are poor. Existing services to support adolescents are being reviewed and strengthened including a review of Turning Point and Safeguarding Partnership work to develop and implement an all age Exploitation Pathway overseen by the Children's Exploitation Panel.</p> <p>Improved support for adolescents will not only reduce the risk of Walsall's youth becoming involved in or the victims of crime, but will also improve the possibility of the remaining safe at home and achieving better educational outcomes and improving their future employment and health prospects.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Children with SEND are identified and supported effectively</p>	<p>In February 2019 Walsall received an Ofsted / CQC joint Local Area Inspection of SEND services. This inspection found significant weaknesses in Walsall's delivery of services for children, young people and families with SEN and the areas implementation and adherence to the SEN Code of Practice.</p> <p>As a result were required to develop a written statement of action (WWSOA) to outline how improvements would be implemented to ensure that children, young people and families with SEN receive the services and support that they need.</p> <p>10 Areas of concern (AoC) were identified including the quality of EHCP provision, the quality of the Local Offer, the way in which parents and children were involved in co-production of services and poor outcomes for children with SEND.</p> <p>Improving the identification of and services for children and families with SEND will not only ensure families receive the support that they need, but will improve the outcomes for children with SEND, giving them the most opportunity to move into an independent adulthood or transition into appropriate adult services.</p>

Priority	Rationale
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Children at risk of exclusions can access effective support</p>	<p>Exclusions from Walsall schools were significantly higher than statistical, regional and national comparators and attendance rates were lower.</p> <p>Relationships between schools and the Local Authority were not robust and exclusion rates, feedback from parents and inspection evidence demonstrated that schools were not inclusive places for children with additional support needs or behavioural issues.</p> <p>Professionals in schools did not feel supported and parents were unable to access the right support to ensure that their children remained in education.</p> <p>Supporting and challenging schools to be more inclusive and supporting children and parents to remain in education will ensure better educational outcomes and improve future employment and health prospects for Walsall's young people.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Our services in are developed and delivered in collaboration with children, young people and families</p>	<p>The 2017 Children's Services Inspection found that children did not have a sufficient voice in the development of services. Data that is collected in relation to children's participation in their child protection planning and looked after children's reviews shows that children do not actively participate enough in the development of their care plans and decision that are made about the support that they will receive but we know that there is more work to be done in this area.</p> <p>The 2019 SEND Local Area Inspection found that co-production between the LA and parents and carers was weak and was a key area for improvement.</p> <p>In 2019 Walsall began the 'Big Conversation' with children and families – this enabled children and families to provide feedback about how they felt about services and the way that they were treated. This led to some immediate changes in the way that professionals interacted with children and families and also demonstrated the power of supporting children and families to have their voices heard.</p> <p>Our Child Journey Audit process now considers the views of parents, carers and children where appropriate to inform service improvement. For children and in care and care leavers, we have worked with young people to develop a series of commitments and are implementing our care leavers local offer.</p> <p>Giving children and families a voice in service design and development will provide assurance that the services that are in place are the right ones to meet the needs of families in Walsall. By ensuring that children, young people and families have a say in and contribute to the development of their plans, interventions will be more effective and outcomes more positive and robust.</p>

How we will know we are achieving our outcomes?

Assurance of delivery against the outcomes will be provided via a combination of quantitative indicators to provide information about demand, performance and outcome and qualitative assurance of practice via audit activity and feedback from children, young people and families. All available information will be drawn together and analysed in order to present a rounded view of whether outcomes are being met and provide the information needed to enable evidence informed decision making.

Indicators have been categorised into three distinct categories:

How Many – these are indicators that relate to demand and enable us to monitor whether the demand for services is in the right place and reducing or increasing where expected.

How Well – these are indicators that relate to performance and look at whether children, young people and families are receiving services and support on time.

So What – these are indicators which measure outcomes for children, young people and families. As outcomes are often difficult to measure on a quantitative basis, qualitative data from audit activity and in particular feedback from children, young people and families will provide additional evidence of outcomes.

The indicators listed are not an exhaustive list of the data that will be used to evidence outcomes, but are identified as the key performance indicators which will give the best indication of progress. Due to the cross cutting nature of the WR4C transformation programme, some indicators may be repeated across outcomes. Each outcome also has a series of quality assurance questions outlined which indicate the key questions which should be asked of the data in order to confirm that the outcomes stated are being met.

Additionally, broad based targets will be established to support the identification of a baseline and to track progress. These are outlined below:

Priorities	Year 1 Targets	Year 2 Targets	Year 3 Targets
Our services and support is responsive to needs of different communities (locality model)			
Our response to vulnerable adolescents is effective			
Children with SEND are identified and supported effectively			
Children at risk of exclusions can access effective support			
Our services in are developed and delivered in collaboration with children, young people and families			

Equalities Framework

- a) To incorporate equality monitoring into existing processes considering all applicable 'protected characteristics'
- b) To monitor interventions/activities to progress towards improved equality of access and opportunity
- c) To monitor interventions/activities to progress towards improved equality of outcomes
- d) To use equality monitoring to develop and improve interventions/activities and to act where inequalities exist

Indicators

Data for analysis should include protected characteristics of children needing help and accessing services compared to the characteristics of the population in Walsall.

Data in relation to staff should also be considered – do the protected characteristics of staff reflect those of the communities that they serve and support?

Quality Assurance Questions

Are groups who are more disadvantaged more or less safe than those that are less disadvantaged?

Do all groups have the same access to services?

Is there disproportionality in relation to services, interventions and outcomes and how is this being addressed?

Are interventions being tailored to the needs of different groups rather than a 'one size fits all' approach?

Is the workforce reflective of the communities which it supports?

What impact does deprivation have on children and families in Walsall?

What is the impact of major events (e.g. Covid-19) on the people of Walsall?

Our services and support is responsive to needs of different communities (locality model)

- 1) The needs of children and families are well understood in each locality
- 2) Partners are proactive in responding to these needs (graduated response)
- 3) Children and families have easier access to services
- 4) Children and families are better connected with community resources to enable them to build resilience

Indicators (to be broken down by locality where possible)

How Much?	How Well?	So What?
Number of requests for Early Help Number of contacts Number of social care referrals	% of requests for Early Help completed in timescales % of Early Help Assessments completed in timescales	% of requests for Early Help that result in support being offered % of Early Help interventions that lead to a positive outcome
Number of children open to Early Help Number of Children in Need Number of Children subject of a Child Protection Plan Number of Children who are Looked After	Lead professionals by agency % of Contacts completed in timescales % of Contacts that are NfA % of assessments completed in timescales	Outcome Star – direction of travel data % of repeat referrals Step up / step down data
Type of need by locality	Average length of time children are subject of a CP Plan Partner engagement at ICPCs and RCPCs	% of children who are subject of a CP Plan for a second or subsequent time. Educational outcomes for young people in each locality (reducing the gap)

Quality Assurance Questions

What is the level of demand across the four localities – how does this link with population and deprivation data?
 Is demand increasing or decreasing in each area – what might be impacting on this? Is it as expected?
 Are the needs different in each locality – how is this being addressed?
 Are there inequalities in service levels in different localities – is this due to demand or something else?
 Are there inequalities of outcome in different areas? Are children in one locality more likely to have a positive outcome than children in a different locality? Is this due to need or other factors?
 Are partners engaging in providing and leading on effective Early Help services?
 Are partners making appropriate referrals to statutory services?
 Are partners effectively engaging in CP Planning processes?

Our response to vulnerable adolescents is effective

- 1) The response in meeting the needs of vulnerable adolescents is local and proactive
- 2) More vulnerable young people are engaged in education
- 3) More young people are supported in their family home
- 4) Fewer young people enter the Criminal Justice system

Indicators

How Much?	How Well?	So What?
Number of young people that are CME	% of young people excluded from school who are back in school by the 6 th day	Number of first time entrants into the criminal justice system
Number of young people that are CMfE or on part-time timetables		
Number of young people that are excluded from school.	% of Care Leavers with up to date Pathway Plans % of Care Leavers in touch with the LA	Number of repeat offences by young people
Number of new referrals for young people aged 12+	% of looked after children aged 12+ who are placed 20 miles + away from home and outside of the LA boundary	Number of young people that are in Education, Employment and Training (inc care leavers)
Number of young people aged 12+ who are EH, CiN, CP, LAC		Number of young people that are homeless Care Leavers in suitable accommodation
Number of young people aged 12+ who start EH, CiN, CP, LAC	Young people admitted to hospital for substance misuse or mental health issues	Educational outcomes for young people
Number of young people supported by Turning Point	Reduction in risk levels for young people who are exploited	Teenage pregnancy rate
Number of young people accessing CAMHS	Proportion of return home interviews completed within 72 hours.	Placement Stability for looked after children aged 12+
Number of young people at risk of exploitation (by risk level)		
Number of young people who go missing	% of young people supported by Turning Point that do not enter the care system.	

Quality Assurance Questions

- Are services meeting the needs of young people and are they effectively targeted?
- Are young people attending school and receiving a full time education when there? Are their educational outcomes improving?
- Are the rates and numbers of young people becoming looked after reducing?
- Where young people are looked after are they supported to keep in touch with their communities? Are Care Leavers supported within their communities?
- Are young people in Walsall with substance addiction or mental health issues adequately supported?
- Do young people in Walsall have good health?
- Do young people have opportunities and support to reduce the risk of them becoming involved in criminal activity? Where they do become involved in criminal activity are they supported to rehabilitate so re-offending is reduced?
- Are young people in Walsall at risk of exploitation? When young people are exploited, are they adequately supported and their risks reduced?

Children with SEND are identified and supported effectively

- 1) Children who have SEND are identified effectively
- 2) Children who have a SEND need receive a high quality, graduated response to their needs.
- 3) Children with SEND are supported through a robust local offer of support and services to reach their full potential
- 4) Families find it easier to access the right help

Indicators

How Much?	How Well?	So What?
Proportion of children in Walsall schools with an identified SEN need (SEN Support and EHCP)	Proportion of children with SEN who attend good or outstanding schools.	% of children and young people with SEN that are excluded from schools
Number of children with SEN by educational settings	% of decisions to assess made within 6 weeks % of requests for assessment that are refused	% of children and young people with SEN that are in education, employment or training
Number of EHC Plans maintained by Walsall council	% of advices from professionals that are received on time % of advices from professionals that are deemed to be good quality	Educational outcomes for children and young people with SEN
Number of requests for EHC assessment		
Number of 'hits' on the Local Offer.	% of EHC Plans issued within 20 weeks Number of complaints Number of Mediations and % that lead to tribunal Number of Tribunals as a % of appealable decisions % of parents and carers who say that it is easy to find information about SEND services in Walsall	

Quality Assurance Questions

- Do the numbers of children with SEN in Walsall reflect what is expected – is SEN under identified or over identified?
- Are children with SEN receiving support at the right level and in the right setting?
- Are parents and carers of children with SEN able to access information about the services that are available easily
- Are children, young people and families able to access support when it is needed/
- Are outcomes for children with SEN? Are they being supported through transition?

Children at risk of exclusions can access effective support

- 1) Children and young people feel supported to engage with education
- 2) Root causes of exclusions are understood.
- 3) Schools are more inclusive
- 4) Professionals and families find it easier to access the right support to ensure children remain in education

Indicators

How Much?	How Well?	So What?
Number of young people that are CME	% of children who get their 1 st / 2 nd / 3 rd place choice of schools	% of children and young people with SEN that are excluded from schools
Number of young people that are CMfE or on part-time timetables	Number and % of children who attend good or outstanding schools	Educational outcomes for children in Walsall schools
Number of young people that are excluded from school.	RAG ratings of schools as per the schools causing concern protocol	% of children in education, employment and training
Number of referrals to the school inclusion team	% of imports into / exports out of Walsall schools	
Number of children who are Electively Home Educated (by reason)	% of young people excluded from school who are back in school by the 6 th day	
Number of children and young people accessing alternative provision.	Number of exclusions that are prevented	
	% of EHE children whose education is deemed to be acceptable	
	% of parents who have submitted EHE reports	

Quality Assurance Questions

- Are parents in Walsall choosing to send their children to Walsall schools? Is the quality of education in Walsall schools good?
- Are Walsall school inclusive, in particular to children with additional needs?
- Are children attending school when they should?
- Where children need support because they are at risk of exclusion, is that support effective?
- What are the underlying reasons that children are excluded from school? Are parents supported to appeal exclusions where appropriate?
- Where alternative provision is needed, is it of good quality?
- Are educational outcomes for children in Walsall good?

Our services in are developed and delivered in collaboration with children, young people and families

- 1) Children, young people and families are involved in service design and development
- 2) Children, young people and families are involved in developing and implementing their plans
- 3) Children, young people and families feel more resilient
- 4) Children, young people and families can provide regular feedback

Indicators

How Much?	How Well?	So What?
Number of referrals to CAMHs	Number of complaints and compliments	SDQ score for children who are Looked After
Number of parents and carers accessing the SEND Zoom meetings	% of children and young people who contribute to their CP conferences	SEND 'You Said, We Did'
Number of children, young people and families engaged in consultation	% of children and young people who attend their CP conferences	WR4C Big Conversation
Number of children engaged in C4K	% of children and young people who contribute to their LAC review	% of Early Help interventions that lead to a positive outcome
	% of children and young people who attend their LAC review	Outcome Star – direction of travel data
	Outcomes of monthly child journey audits and thematic audits	

Quality Assurance Questions

- How are we ensuring that children, young people and families are involved in service design and development
- Are children and families fully engaged in developing their plans? Are their voices heard? How is this evidenced?
- Do children, young people and families feel more resilient? How do we know?
- What opportunities are there for children, young people and families from provide regular feedback? How are we responding to the feedback?
- How do we assure children, young people and families that their voice is being heard?
- How are we engaging with harder to reach children, young people and families?
- Do minutes from Corporate Parenting Board demonstrate young people's involvement?
- Are the improvements identified through the audit process implemented in a timely way and monitored for impact?